

Grade Five

Movement Skills and Movement Knowledge

Standard 1

The student will be competent in many movement activities.

Students in **grade five** who meet this standard will be able to:

- Manipulate objects with accuracy and speed.
- Combine movement skills in applied settings.
- Develop specialized movement skills.
- Pass a ball or other object to a moving player in dynamic situations.

The following is a task that might be used to meet the standard:

- Students will perform basic dribbling and passing skills used in soccer while working with partners in an attempt to score against an opponent. Students will pass the ball when the defense attacks and maintain the ball when the defense holds back; execute accurate passes ahead of the receiver; and, as receivers, move into spaces that create a passing angle not covered by the defense. Both players will receive the ball in such a way as to set up a continuous dribble or pass. Other sports-related activities using this skill include hockey, basketball, Frisbee, and football.

Standard 2 The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **grade five** who meet this standard will be able to:

- Use information from internal (self-evaluation) and external sources to improve performance.
- Identify and apply the principles of practice and conditioning that enhance performance.
- Use fundamental strategies in modified sports-related games.
- Use scientific principles to increase the distance of throws.

The following is a task that might be used to meet the standard:

- Students will use basic offensive and defensive strategies in two-on-two games. These are discussed as a class and evaluated for effectiveness. Students apply this information in subsequent games. Students will use assessment data gathered from kinesthetic feedback, product results, and outside feedback to improve skill performance.

Standard 3 The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **grade five** who meet this standard will be able to:

- Participate in a variety of health-enhancing physical activities in both school and nonschool settings.
- Assess their personal health-related fitness and set goals to meet standards of health-related fitness.
- Meet current health-related fitness standards as defined by fitness tests.
- Identify how to balance food intake with physical activity.

The following is a task that might be used to meet the standard:

- Students record their after-school activities that are vigorous in nature. They record the day on which the activities were done and the length of time it took to do them. Students then identify the fitness components related to the different activities. Their parents or guardians are to sign the log each day. Students will accurately record after-school activities and identify the appropriate fitness component related to each activity.

Self-image and Personal Development

Standard 4

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **grade five** who meet this standard will be able to:

- Describe opportunities in the school and community for regular participation in physical activity.
- Participate daily in some form of health-enhancing physical activity.
- Describe and demonstrate movement activities and ways of using the body to communicate ideas and feelings.

The following is a task that might be used to meet the standard:

- Students, during a class activity, will develop a chart to identify opportunities in the school and community for regular participation in physical activity. Information will include type of activity, location, cost to participate, accessibility, and any special equipment needed. Students will record which opportunities they use.

Standard 5

The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **grade five** who meet this standard will be able to:

- Distinguish between compliance and noncompliance with game rules and demonstrate compliance.
- Participate in establishing rules and procedures that are safe and effective for specific activities.
- Distinguish between acts of courage and reckless acts.

The following is an assignment that might be used to meet the standard:

- Students will identify the critical dimensions of safety for a partner/small-group-designed game and establish rules and procedures which adequately address the safety problems that might occur.

Social Development

Standard 6 **The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in **grade five** who meet this standard will be able to:

- Teach an activity or skill to partners or a small group.
- Demonstrate fairness in games and activities.
- Recognize that different body types may be more effective than others in certain movement skills and activities.
- Recognize the validity of games and activities reflecting one's own and others' heritages.

The following is a task that might be used to meet the standard:

- Students will cooperatively place teammates in positions for a small-group game to use each person's skills most advantageously.

Standard 7 **The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in **grade five** who meet this standard will be able to:

- Demonstrate the similarities and differences in physical education in different regions of the United States.

The following is a task that might be used to meet the standard:

- Students, in their social studies class, will compare and contrast the different kinds of physical education programs in other states. Sources of information could come from state departments of education, pen pals, or the Internet.